The Use of Zoom Meeting for Distance Learning in Teaching English to Nursing Students during Covid-19 Pandemic

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One of the impacts of Covid-19 pandemic is on educational sector in which the government closes the school access temporarily to avoid the spread of Covid19 and suggests the distance learning by opening educational platform that can be used by the institutions and educators to reach students remotely and limit educational distractions. Zoom cloud meeting is one of the platforms that is widely used as a learning media because this application allows learning activities or discussions like in face to face learning and support communication needs with many people anywhere and anytime without meeting physically. This research intended to describe the conditions occur in distance learning process using zoom as an alternative solving problems and its effectiveness in teaching English to nursing students during covid-19 pandemic. This research method is descriptive qualitative with data collection techniques performed by distributing questionnaire via Google Form and doing interview through Whatsapp video call. The result showed only 44% students mentioned if using zoom is effective in learning English. It indicated that the use of Zoom Meeting is not quite effective because it is constrained by bad network that causes intermittent voice, and the lack of students' level of understanding on the material being taught because English is different from other courses which use our native Indonesian language. Besides, it is difficult in practicing conversations which are carried out in pairs or in groups. However, Zoom application is better than other educational platforms because it facilitates distance learning and enables discussion like in a real classroom.

Keywords: Zoom Meeting, Distance Learning, Teaching English, Covid-19 Pandemic

Salah satu dampak pandemi Covid-19 yaitu pada sektor pendidikan dimana pemerintah menutup sementara akses sekolah untuk menghindari penyebaran Covid dan menganjurkan pembelajaran jarak jauh dengan membuka platform pendidikan yang dapat digunakan oleh institusi dan tenaga pendidik untuk menjangkau siswa dari jarak jauh dan membatasi gangguan pendidikan. Zoom cloud meeting merupakan salah satu platform yang banyak digunakan sebagai media pembelajaran

karena aplikasi ini memungkinkan kegiatan pembelajaran atau diskusi seperti pembelajaran tatap muka di kelas dan mendukung kebutuhan komunikasi dengan banyak orang dimanapun dan kapanpun tanpa harus bertemu secara fisik. Tujuan penelitian ini adalah untuk mendeskripsikan kondisi yang terjadi dalam proses pembelajaran jarak jauh dengan menggunakan zoom sebagai alternatif pemecahan masalah dan keefektifannya dalam pembelajaran bahasa Inggris pada mahasiswa keperawatan saat pandemi Covid-19. Metode penelitian ini adalah deskriptif kualitatif dengan teknik pengumpulan data dengan menyebarkan kuesioner melalui Google Form dan wawancara melalui video call Whatsapp. Hasil penelitian menunjukkan hanya 44% siswa yang menyatakan bahwa penggunaan zoom efektif dalam pembelajaran bahasa Inggris. Hal tersebut menandakan bahwa penggunaan Zoom Meeting kurang efektif karena terkendala jaringan yang buruk yang menyebabkan suara terputus-putus, dan kurangnya pemahaman mahasiswa terhadap materi yang diajarkan karena bahasa Inggris berbeda dengan mata kuliah lain yang menggunakan bahasa Indonesia. Selain itu, sulit untuk mempraktikkan percakapan yang dilakukan secara berpasangan maupun berkelompok. Namun, aplikasi Zoom lebih baik daripada platform pendidikan lainnya karena memfasilitasi pembelajaran jarak jauh dan memungkinkan diskusi seperti di ruang kelas nyata.

Kata Kunci: Zoom Meeting, Pembelajaran Jarak Jauh, Mengajar Bahasa Inggris, Pandemik Covid-19.

INTRODUCTION

Indonesia is currently experiencing Corona outbreak which affects every human activity. Corona virus can attack the respiratory system and it was first discovered in Wuhan, China which occurred at the end of December 2019. In early March 2020 corona virus had infected Indonesians. Due to the increasing number of covid19 spread in Indonesia has prompted the government to release several policies to avoid the transmission of corona virus such as campaigned about social distancing, work and study from home, worship at home, prevent gatherings and direct interaction. This pandemic had various impacts in many sectors in Indonesia including education. Educational activities that are usually carried out with face-to-face classes are now stopped to avoid the expansion of corona virus deployment. The termination of face-to-face learning activities is transferred to distance learning by utilizing technology connected to the internet. According to Law Number 20 of 2003 Article 1 section 15 distance learning is a learning in which students are separated from educators and the teaching learning process uses various resources through communication technology and other media. This distance learning system applies at all levels of education including at University. Teaching learning process of English in nursing which is usually more intense by face-to-face learning, especially during the conversation practice, suddenly has to be replaced by learning from home.

The sudden pandemic creates confusion for educators in solving the problem and immediately finds the right solution to facilitate learning to keep going well by minimizing learning disruption. Then online learning becomes the proper solution in this situation like what has been stated by our Minister of Education and Culture (Makarim, 2020) based on circular number 4 of 2020 about education policies in the emergency phase of Covid19 to implement online learning or distance learning without burdening teachers and students while still paying attention

to character strengthening to complete the curriculum achievement. This policy renders the online application media such as zoom cloud meetings as an alternative.

Talking about online learning, of course we need an application as a bridge between lecturers and students such as whatsapp, google classroom, skype, zoom cloud meeting and other applications that support learning (Fitriyani, Febriyeni, & Kamsi, 2020). Online learning can also be used to maximize the teaching learning process although it is conducted without face to face meeting (Febrianto, Mas'udah, & Megasari, 2020). Various applications or online learning media are scattered in the midst of COVID-19 pandemic, but researchers are more interested in using zoom as an alternative to replace face-to-face meetings with video conferencing that can be accessed by students and lecturers to maintain the quality of learning so that the learning process continues smoothly.

Zoom cloud meetings is a very useful alternative application for virtual meeting to facilitate communication with many people without making direct contact and be able to support learning needs in today's digital era (Pratiwi, Afandi, & Wahyuni, 2019). This application is used for video conference instead of direct meeting in the classroom. It can be installed with devices such as computer, laptop, android and smart phone. So for the students who do not have laptop, they can use their smart phone to take part in virtual class. Zoom meeting application is very helpful in communicating remotely; all lecturers' explanations can be conveyed directly without having to meet physically.

Zoom facilitate discussions between lecturers and students and among students with direct communication through video conference which is supported by zoom features such as raise hand and group messages, so that if there are problems in audio, the students are helped with the available chat features. Some features in zoom let the English teachers to present and assess four language skills through full interactions with medical students and deliver the essence of material in various ways (Guzacheva, 2020). Zoom cloud meetings really help learning process in difficult situation of the current pandemic and can facilitate access to information and communication in the learning process for students.

Some previous studies about the use of zoom cloud meeting have been carried out. (Shadat, Sayem, Taylor, Mcclanachan, & Mumtahina, 2017) found that in using zoom for distance learning process for Engineering students is more interactive, creates satisfaction, provides positive experiences in learning process. The innovative of zoom increases better learning outcomes for different groups of students. The classroom action research about e-learning model with zoom application to improve the ability of giving strengthening skills in mathematics learning was carried out to the fourth semester students of mathematics education study program Bengkulu University, the result indicated that the lecturer activities in the teaching learning process with e-learning model with zoom application was in a good category and the students' activities improved and the ability of giving strengthening skills in mathematics learning also increased (Andriyani & Sari, 2020).

Another research was carried out by (Brahma, 2020) about the use of Zoom as an online based learning in Sociology and Anthropology subjects for the students majoring in Pancasila and

Citizenship Education at STKIP Kusumanegara Jakarta. The result showed that Sociology and Anthropology courses become more interactive and in demand by students because the online learning media used are very innovative and effective according to the current development. Through zoom, lecturers and students can conduct video conference which is used as a means of communicating in online learning and the recordings made during the meeting are more secure. On the contrary (Haqien & Rahman, 2020) revealed that lectures activities using Zoom Meeting are considered less effective for the university students in Jakarta and Depok because of the network problem or internet signal for students who do not use Wi-Fi which will have an impact on the quality of learning they receive.

This research intended to describe the conditions that occur in distance learning process using zoom for teaching English as an alternative solving problems and the effectiveness of zoom meeting in teaching English to nursing students during covid-19 pandemic. This research results are hoped can give important information about common conditions that occur when using zoom meeting for learning and how effectively the zoom applied in teaching learning process as the reference and input for other lecturers, teachers or educators for their online teaching. This result also can be used for other researchers as a reference who will conduct similar research on the use of the zoom meeting application for learning or for other activities such as meetings, online discussions, practicum, online seminars or webinars.

METHOD(S)

This research used qualitative descriptive method which describe the conditions occur in distance learning process using zoom as an alternative solving problems in teaching English and to know the effectiveness of using zoom cloud meetings in teaching English to nursing students during covid-19 pandemic. Descriptive research aims to explain the phenomenon and its characteristic which more concern with what happened than how or why something happened (Nassaji, 2015). So qualitative descriptive method is used to describe the results of observations with the help of searching data from available sources (Ary, Jacobs, Sorensen, & Rezavieh, 2010). The respondents of this study were the fourth semester students of bachelor in nursing in the 2019/2020 academic year with the total number was 93 students.

The data collection techniques performed by distributing questionnaire via Google Form and doing interview through Whatsapp video call. A questionnaire is the method of collecting data by giving various questions to the respondents to be answered (Sugiyono, 2018). We used Google form to distribute questionnaire because it is faster, cheaper and more extensive to be distributed to the subjects of research. On the other hand we also conducted interviews with respondents using Whatsapp video call because of the social distancing policy which is impossible if we use the direct interview method.

The result of respondents' answer in Google form was analyzed descriptively to obtain the data needed. The questionnaires asked are: 1) is it the first time for you in using zoom application? 2) Is zoom application easily accessible in your area? 3) Do you understand well

about the English materials explained by lecturers through zoom meeting? 4) Does the use of zoom application waste internet quota? 5) Is zoom cloud meetings application effective for learning English?

Then the process of interview to the respondents was carried out through Whatsapp video call to ask about the students' opinion related to learning English through zoom meeting and dig deeper information about the questions asked through questionnaire on Google form.
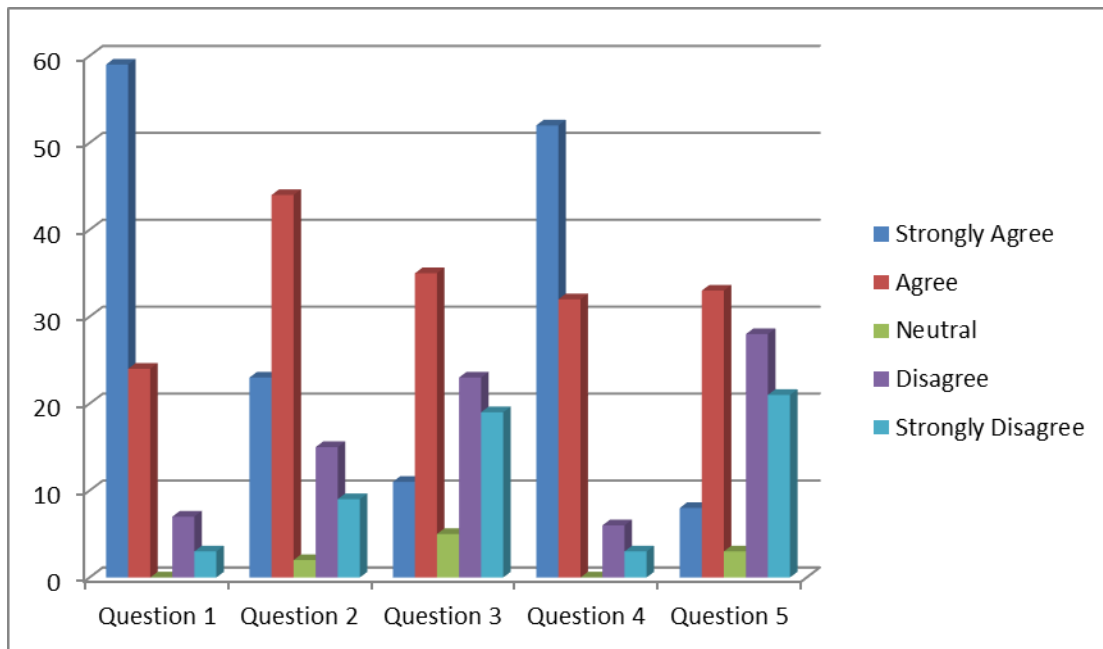

FINDINGS AND DISCUSSION

Before covid pandemic outbreak attacked our country Indonesia, teaching English to nursing students in Sekolah Tinggi Ilmu Kesehatan (Stikes) Banyuwangi was performed more intense by face-to-face learning, especially during the conversation practice and sometimes applied blended learning by using Edmodo in doing assignments, homework, and quizzes. However, due to the global pandemic, the government urged students to study at home. This appeal changes the face of education in Indonesia, which so far the learning process was carried out face-to-face, is transferred to distance learning from home to break the corona chain or commonly we called it as online learning.

Online learning is a distance learning model which utilize information technology and internet access for supporting the educators and students during teaching learning process (Yulia, 2020). In this case the researchers used zoom meeting application as a learning medium in teaching English to nursing students as a replacement of face to face meeting. Nowadays zoom cloud meetings is often used for learning, holding virtual meetings through video, voice, or both of them. This application has a basic account type that can conduct meetings for up to 100 participants, free 45 minutes of video conference for group meetings with HD quality and sound, has screen sharing feature, can access to virtual backgrounds, schedule and record meetings. But if you require room for more than 45 minutes or more than 100 participants, you can use a Pro, Business, or Enterprise account for around 200 thousand rupiah per month.

The steps for using zoom meeting applied during English teaching learning process are as follows: 1) lecturers instruct the students to download zoom application on their smart phone or laptop, 2) After downloading, lecturers give an ID meeting in order to enter and participate in online class, 3) the students can join meeting by clicking the link provided by the lecturers, 4) When all students have entered to the virtual classroom, English class start which usually begins with presenting the material, the lecturers use the sharing screen feature to share or show the material being explained to the students. After explanation, it is followed by discussion, question and answer and conversation practice at the next meeting.

The questionnaire results given through Google form to 93 Bachelor in nursing students at Stikes Banyuwangi can be seen in figure 1.

Figure 1: The Result of Questionnaires about Zoom Meeting

Note:
Question 1: Is it the first time for you in using zoom application?
Question 2: is zoom application easily accessible in your area?
Question 3: do you understand well about the English materials explained by lecturers through zoom meeting?
Question 4: Does the use of zoom application waste internet quota?
Question 5: Is zoom cloud meetings application effective for learning English?

Based on the diagram figure 1, the result revealed that 83 students (89%) declared if it was their first time using zoom application in learning. This was proven when the researchers made observations, the students were still confused in operating the zoom application on their smart phone and laptops. This is due to the fact that the students are still not familiar in using this application as an online medium. So it is fair if they do not understand how to use zoom meeting application because campus has not used e-learning method as a learning medium before the pandemic era.

Then for the access in using zoom in the students area showed 72% (67) students can easily access the zoom application, and 24 (26%) students have bad internet networks because they live in remote area that is difficult to reach the signal. An unstable internet connection causes intermittent voice when the lecturer explains the material so that the points of lesson cannot be conveyed perfectly to students. It is in line with the statement from (Roy, Ray, Saha, & Ghosal, 2020) who stated that internet network connection is the main obstacle for almost all students to participate in online discussion.

Some students said when learning process often suddenly come out of the zoom meeting room, sometimes the speaker's voice was not clear and it was lost depending on the strength of the signal. The signal problem obstructs the learning process. Students admitted that they cannot absorb the materials provided by lecturers optimally and cannot easily understand lecturers' explanation because sometimes the video gets stuck due to poor connection.

Regarding the students' level of understanding the English material being taught by lecturers, 11 (12%) students were able to understand the material very well, 35 (38%) students could understand the English material well, 5 (5%) students were neutral and 42 (45%) students were lack of understanding the material. Some students think that learning English is different from other courses in which using our native Indonesian language, English is a foreign language so it is more difficult to understand the essence of material and the instructions from lecturers. Many students are get difficulty to concentrate and focus on material explained during teaching learning process by using zoom and frequent strange sound distractions that interfere with learning activities while turning on the voice.

Actually the lecturers have used zoom features such as sharing screen to share documents for presentation slides, meeting scheduling, raising hand and chat feature that are very helpful during learning. The raise hand and chat features can help students to convey the opinion, ask questions and report if there are obstacles such as unclear voice of the presenters. Besides, via zoom meeting all learning activities such as discussions and explanations from lecturers can also be recorded so that the students can view it again later and it can be played repeatedly. It can be best solution for students with limited internet access.

Related to the use of zoom meeting which consumes much quota 52 (56%) students strongly agree, 32 (34%) agree, 6 (7%) students disagree, and 3 (3%) strongly disagree. It indicated that the availability of internet services becomes the challenge for students. They claimed have to buy more data quota especially for video conference based application like zoom cloud meeting which consumes more internet quota. Most of students access it with personal cellular data services. Meanwhile, only small percentage of students used Wi-Fi. It becomes a burden for the parents who have difficulty in purchasing internet quotas according to the respondents we were interviewed. This is in accordance with opinion from (Putri, Purwanto, Pramono, Asbari, & Wijayanti, Laksmi Mayesti, Hyun, 2020) if parents claimed that the cost of internet quota increases as a consequence of online learning, and it becomes an additional cost to be paid.

For the effectiveness of zoom meeting application for English learning process, 8 (9%) students strongly agree if it is very effective, 33 (35%) students agree, 3 (3%) students are neutral, 28 (30%) students disagree if zoom meeting is effective for learning English, and 21 (23%) strongly disagree with the effectiveness of zoom in learning. So, only 44% students stated if using zoom is effective in learning English. This happened because of various obstacles such as bad internet network, imperfect understanding of materials presented, difficult in doing group assignments and the crucial problem is when practicing English conversation that involve classmates as their pairs or groups.

Based on the interview to nursing students, the use of zoom meeting is effective in terms of time and place where learning is not bound by space and time; it can be carried out anytime and anywhere as long as the internet access is good. So with the use of the zoom application, the students do not need to spend time on their way to campus. They only need to activate the internet network and open the zoom application and can participate in lecture activities as well as lecturers. (Alchamdani et al., 2020) determined that online learning is a span-new experience which offers flexibility and comfort without the need to go to the campus. While conventional or face-to-face lectures were often limited by space, for example a lecturer who is on duty outside the campus at the time he/she has a schedule to teach in class must postpone or replace it at another time. But by using zoom application, this problem can be handled easily.

The students feel that face-to-face lecturing in classroom is considered more optimal and the delivery of material given by the lecturers are much more acceptable than online lectures although it uses zoom video conference. In the face-to-face learning the lecturers can choose various learning methods that are more fun, interesting to be applied in the classroom to make students more interested in learning and exploring the material. It is different with online learning through virtual media like video conference in zoom meeting. The lecturers have no choices, they can only teach by using conventional learning methods such as lecture method and questions and answers so that the participants were bored during teaching learning process.

During online learning through zoom meeting encourages students to be more active and independent in learning, but there are a number of things that need to be considered, such as is the availability of internet network and data packages which becomes an extra expense for students. The existence of the Covid-19 pandemic phenomenon can also be an encouragement step for every university in utilizing technology-based learning towards the 4.0 industrial revolution.

Although the use of zoom meeting is not quite effective in teaching English for nursing students, but this application is better than other educational platforms because it facilitates distance learning and enables interactive communication between the lecturers and students like face to face meeting in a real classroom. By utilizing zoom application, lecturers and students can be easier to communicate verbally than in writing or via chat. The process of communication through oral can receive a clearer understanding than in writing (Wisman, 2017).

CONCLUSIONS

Based on the results of the research, it can be concluded that zoom becomes an alternative online learning media in teaching English for nursing students in the midst of Covid-19 pandemic. It can help the replacement of face to face learning process into learning from home or work from home activities so that it runs optimally by adjusting to the current pandemic situation. Lecturers and students carry out distance learning activities to reduce learning barriers. Through zoom, lecturers and students can conduct video conference which is used as a means of communication in online learning as a substitute for real meetings in offline class although it is not quite effective due to the bad signal that causes intermittent voice, the lack of students' level of understanding on the material

being taught, and the difficulty in practicing conversations which are performed in pairs or in groups.

However, zoom meeting application is better than other educational platforms because it facilitates distance learning and enables discussion between lecturers and students or among the students like in a real classroom. The important point that must be considered is the continuity of the video conference at this zoom depends on the internet network so that lecturers and students must use good and supportive internet access in order to use the zoom application for taking part in learning activities.

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